



EFFECTIVENESS OF A LIFE SKILL ENHANCEMENT PACKAGE IN IMPROVING SELF-ESTEEM AMONG B.ED. STUDENTS

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ABSTRACT

The current study explored the effectiveness of a Life Skill Enhancement Package in improving self-esteem among B.Ed. students in Goa. Self-esteem is a critical psychological attribute influencing professional confidence, interpersonal competence, and classroom effectiveness among prospective teachers. The research employed a quasi-experimental design incorporating pre-test and post-test measures with a control group. The population consisted of 324 B.Ed. students studying in three teacher education colleges in Goa. One institution was chosen using the simple random sampling technique, and 72 student-teachers were identified based on pre-test scores using the Self-Esteem Scale by Dhar and Dhar (2015). Participants were assigned to an experimental group ($n = 36$) and a control group ($n = 36$).



The experimental group underwent a six-week structured Life Skill Enhancement Package focusing on empathy, self-awareness, critical thinking, decision-making, creative thinking, problem solving, interpersonal relationships, effective communication, coping with emotions and coping with stress, while the control group continued with the regular curriculum. The data were analyzed using Analysis of Covariance (ANCOVA), with pre-test scores treated as a covariate. The results indicated a statistically significant effect of the intervention, $F(1, 70) = 52.344$, $p < .001$, partial $\eta^2 = .428$, reflecting a large effect size.

These findings suggest that the Life Skill Enhancement Package significantly improved the self-esteem of B.Ed. students after adjusting for initial differences. The study highlights the need to incorporate well-designed life skills training into teacher education programmes in order to enhance psychosocial competence and improve professional readiness.

KEYWORDS: Life Skill Education, life skills, self-esteem, B.Ed. students, teacher education.

INTRODUCTION:

Teacher education is intended to foster not only pedagogical skills but also the psychological preparedness of future teachers. Effective teaching demands qualities such as emotional balance, self-confidence, resilience, and a positive sense of professional identity. Among these attributes, self-esteem plays a crucial role. Self-esteem refers to an individual's overall evaluation of their own worth and value (Rosenberg, 1965). It affects motivation, social interactions, emotional adjustment, and professional

performance. Research findings suggest that individuals with higher self-esteem tend to exhibit stronger confidence, perseverance, and more effective coping strategies (Mruk, 2013).

Throughout the B.Ed. programme, student-teachers encounter various demands such as academic workload, micro-teaching practice, internship duties, peer comparison, and ongoing evaluation. These performance-driven environments can lead to feelings of self-doubt and anxiety, especially in the absence of adequate psychological support. Low levels of self-esteem during teacher training may adversely influence classroom presence, instructional decisions, and the development of professional identity. In contrast, higher self-esteem promotes assertiveness, reflective thinking, and more effective engagement in classroom situations.

Life skills education offers a systematic and research-based framework for developing psychosocial competencies. According to the World Health Organization (1997), life skills are abilities that enable individuals to effectively cope with the demands and challenges of everyday life. Key life skills encompass empathy, self-awareness, critical and creative thinking, decision-making, problem-solving, interpersonal relationships, effective communication, and the ability to manage emotions and stress. These skills are strongly associated with positive self-perception and emotional regulation (WHO, 1997). In the Indian context, national curriculum frameworks have emphasized the importance of life skills education in promoting holistic development and socio-emotional well-being (National Council of Educational Research and Training [NCERT], 2005; Ministry of Education, 2020).

Studies suggest that well-structured life skills interventions enhance self-concept, resilience, and psychosocial adjustment among adolescents and young adults (Botvin & Griffin, 2004; Nasheeda et al., 2019). Nevertheless, there is a scarcity of empirical research specifically addressing B.Ed. trainees. Given the pivotal role teachers play in shaping students' socio-emotional development, enhancing the self-esteem of future educators holds significant professional as well as social relevance.

In this context, the present study aims to assess the effectiveness of a structured Life Skill Enhancement Package in enhancing the self-esteem of B.Ed. students. The study is grounded in the assumption that systematic training in life skills can positively influence self-perception and professional preparedness among future teachers.

REVIEW OF RELATED LITERATURE

Self-esteem has long been regarded as a cornerstone of personality development. Rosenberg (1965) described it as a person's overall sense of worth. Later work grounded in social-cognitive theory suggested that self-beliefs influence motivation, behaviour, and persistence (Bandura, 1997). Self-esteem develops through social experiences and feedback about competence (Harter, 2012) and is associated with well-being and motivation (Baumeister et al., 2003). Aryana (2010) reported that higher self-esteem relates positively to academic achievement.

Life skills education is widely recognized for strengthening psychosocial capacities. WHO (1997) described life skills as abilities that support effective and adaptive living. Research shows that life skills programmes build social competence and discourage risky behaviours (Botvin & Griffin, 2004). They also enhance coping and emotional health (Puskar et al., 2010). A large-scale review by Durlak et al. (2011) found that social-emotional learning initiatives improve self-perceptions and emotional functioning.

Indian research echoes these findings. Vranda and Rao (2011) found improvements in adjustment and self-concept among adolescents. Kaur and Singh (2015) observed higher confidence among teacher trainees exposed to life skills training. Nasheeda et al. (2019) documented gains in communication and emotional regulation.

More recent work extends life skills research to higher education. Studies by Smith and Lee (2019), Yu et al. (2020), and Jain and Sharma (2021) reported psychological gains following life skills interventions. Kumar and Singh (2023) identified moderate to large overall effects in a meta-analysis. Chand and Gupta (2023) and Deshmukh and Patil (2024) demonstrated positive outcomes among teacher trainees. However, structured life skill packages tailored specifically for B.Ed. students remain relatively under-examined, highlighting the need for the present study.

RESEARCH QUESTIONS

1. Does participation in the Life Skill Enhancement Package lead to significantly higher self-esteem among B.Ed. students compared to those who do not receive the intervention?
2. What is the extent of the impact of the Life Skill Enhancement Package on the self-esteem of B.Ed. students?

NULL HYPOTHESIS

H_{01} : There is no significant difference between the post-test self-esteem scores of B.Ed. students in the experimental group and those in the control group.

RESEARCH METHODOLOGY

RESEARCH DESIGN AND RESEARCH METHOD:

The present study adopts a quasi-experimental pre-test–post-test control group design to examine the effectiveness of the Life Skill Enhancement Package in improving self-esteem among B.Ed. students. Two comparable groups were constituted: an experimental group that received the structured Life Skill Enhancement intervention and a control group that continued with the regular B.Ed. curriculum without exposure to the package. Baseline data on self-esteem were collected from both groups using a standardised self-esteem scale prior to the intervention. The experimental group then underwent a systematically planned Life Skill Enhancement Package comprising structured sessions focusing on empathy, self-awareness, critical thinking, decision-making, creative thinking, problem solving, interpersonal relationships, effective communication, coping with emotions and coping with stress. After the intervention concluded, post-test data were gathered from both groups using the same tool to assess variations in self-esteem levels.

POPULATION, SAMPLE AND SAMPLING TECHNIQUES

The population of the present study comprised all students enrolled in the Bachelor of Education (B.Ed.) programme in the State of Goa during the academic year 2024-2025 of the study. At the time of data collection, a total of 324 students were pursuing the B.Ed. programme across three recognised teacher education institutions in the state.

A multi-stage sampling technique was employed. In the initial stage, one B.Ed. college was chosen through simple random sampling, ensuring that every institution had an equal chance of being selected. (Creswell & Creswell, 2018). In the second stage, quota sampling was employed to obtain a manageable and proportionate group of participants from the selected institution. Quota sampling is a non-probability sampling method commonly employed in educational research when the objective is to secure representation of particular characteristics within existing practical limitations (Kothari, 2004).

A pre-test was conducted with the selected group using the Self-Esteem Scale developed by Dhar and Dhar (2015) to determine baseline levels of self-esteem. Based on the pre-test results and the inclusion criteria established for the intervention, a total of 72 student-teachers were identified as the final sample for the experimental phase. These participants were then allocated into two groups: an experimental group ($n = 36$) and a control group ($n = 36$). Group equivalence was examined at the pre-test stage to minimize initial differences. This sampling approach ensured the practical implementation of the intervention while preserving internal validity, consistent with quasi-experimental designs in educational research (Best & Kahn, 2006).

DATA COLLECTION TOOL

The self-esteem of B.Ed. students was assessed using the Self-Esteem Scale developed by Dhar and Dhar (2015). The scale is a standardised psychological instrument designed to assess an individual's overall sense of self-worth and self-acceptance. It comprises structured items requiring responses on a Likert-type format, enabling quantitative assessment of self-esteem levels. The instrument assesses both positive and negative aspects of self-perception, thereby offering a comprehensive evaluation of an individual's self-assessment orientation. It has been reported to demonstrate adequate reliability and validity, as established by its developers, making it appropriate

for use in educational and psychological research settings. In the present investigation, the scale was administered as both a pre-test and a post-test to examine changes in self-esteem following the implementation of the Life Skill Enhancement Package.

INTERVENTION

A six-week Life Skill Enhancement Package was delivered to the experimental group, drawing upon the life skills framework developed by the World Health Organization (1997). The programme included components such as self-awareness, empathy, critical and creative thinking, effective communication, decision-making, problem-solving, interpersonal relationships, and strategies for managing stress and emotions. The sessions were conducted on a weekly basis using participatory approaches, including group discussions, role plays, reflective exercises, and experiential activities, to promote active involvement and deeper internalisation of the skills.

The study was carried out in a systematic sequence involving the administration of a pre-test to both groups, followed by the implementation of the intervention for the experimental group, post-test administration, and subsequent coding and statistical analysis of the collected data.

DATA ANALYSIS TOOLS

The data were examined using both descriptive and inferential statistical methods. Descriptive measures, such as mean and standard deviation, were calculated to summarise self-esteem levels at the pre-test and post-test stages. To assess the effectiveness of the intervention while accounting for initial differences, Analysis of Covariance (ANCOVA) was applied. This technique allowed for the adjustment of post-test self-esteem scores by controlling the effect of pre-test scores, thereby yielding a more precise estimate of the treatment impact (Field, 2018). The level of significance was fixed at 0.05 for testing the stated null hypotheses.

DATA ANALYSIS

To examine the effectiveness of the Life Skill Enhancement Package, Analysis of Covariance (ANCOVA) was performed with post-test self-esteem scores as the dependent variable and pre-test scores as the covariate.

Table 1: Summary of ANCOVA for Post-Test Self-Esteem Scores

Source	Sum of Squares	df	Mean Square	F	Sig. (p)	Partial η^2
Group	11.995	1	11.995	52.344	< 0.05*	0.428
Pretest	17.464	1	17.464	76.210	< 0.05*	0.521
Error	16.041	70	0.229			
Total	153.062	72				

*Assuming SPSS produced .000

Observation: Analysis of Covariance (ANCOVA) was conducted to evaluate the effect of the Life Skill Enhancement Package on post-test self-esteem scores, with pre-test scores treated as a covariate.

1. The results indicate a statistically significant effect of the intervention on post-test self-esteem scores, $F(1, 70) = 52.344$, $p < 0.05$, with a partial eta squared (η^2) of 0.428.
2. The covariate (pre-test self-esteem) was also statistically significant, $F(1, 70) = 76.210$, $p < 0.005$, partial $\eta^2 = 0.521$.

Interpretations:

1. This indicates that, after adjusting for baseline self-esteem levels, students in the experimental group demonstrated significantly higher post-test self-esteem scores than those in the control group.
2. The obtained partial eta squared value of 0.428 indicates a large effect size, implying that approximately 42.8% of the variance in post-test self-esteem scores was attributable to the intervention.

RESULTS:

From observations and interpretations, it is found that the null hypothesis (H_{01}) is rejected. Therefore, there is significant difference between the adjusted post-test self-esteem scores of B.Ed. students in the experimental group and those in the control group after controlling for pre-test scores. This proves that the Life Skill Enhancement Package lead to significantly higher self-esteem among B.Ed. students compared to those who do not receive the intervention with the significant magnitude of the effect of the Life Skill Enhancement Package on the self-esteem of B.Ed. students

CONCLUSIONS

The findings of the study demonstrate that participation in the Life Skill Enhancement Package significantly improved self-esteem among B.Ed. students. After controlling for baseline differences, the experimental group exhibited substantially higher self-esteem levels compared to the control group. The substantial effect size further supports the practical significance of the intervention.

The findings indicate that systematically designed life skills training can function as an effective approach for psychological enrichment within teacher education programmes.

DISCUSSIONS

The significant impact of the intervention suggests that structured life skills training plays an important role in fostering positive self-evaluation among prospective teachers. Skills such as self-awareness, emotional regulation, decision-making, and interpersonal communication are closely linked to the development of self-concept and psychological resilience (WHO, 1997).

The magnitude of the effect size indicates that the observed improvement is not only statistically meaningful but also educationally significant. Additionally, the strong predictive influence of pre-test scores underscores the role of initial psychological status in shaping developmental outcomes.

Within the framework of teacher education, improved self-esteem is likely to enhance professional confidence, classroom effectiveness, and reflective practice. These findings advocate for the inclusion of structured life skills components in B.Ed. curricula, in line with the emphasis on holistic development in recent educational reforms in India (Ministry of Education, 2020).

Overall, the study offers empirical evidence supporting the integration of psychosocial competence development into teacher preparation programmes.

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